

# The Fieldston News

OCTOBER 5, 2016

VOLUME 91, ISSUE 1

## Introducing Bear Bergman: Fieldston Educator in Residence

BY RACHEL FLORMAN

On Wednesday, September 14th, students and teachers alike piled into the reception room during lunch to hear from S. Bear Bergman about his upcoming residency at Fieldston. Bear started off the roundtable by re-connecting with students whose names he knew, chatting across the table over pizza, and joking about how official he seemed before quieting down the room and digging into the conversation.

Bergman is a well-known teacher and writer on the topics of gender, sexuality, culture, and activism. He first visited Fieldston in Spring 20014, to speak at an assembly on the trans identity and the intersections between gender and sexuality. He returns to Fieldston this year as a guest lecturer and educator-in-residence on topics relating to diversity and intersectionality.

At Wednesday's roundtable Bergman made it clear that the school's needs are his top priority. We were asked about the issues we experience within the Fieldston community; students shared observations on the racial climate, casual micro-aggressions, sexual harassment, and mental health problems that they face. Rather than just taking notes (something he claims to do from memory, post-discussion), Bergman participated in the conversation and urged students to see their complaints from as many angles as possible. Without invalidating or ignoring a single voice, he was also able to pull the students' attention towards issues like "PC" Culture and social vs. political partisanship among students.

Towards the end of the lunch session, Bergman realized that students weren't just advocating for a curriculum or social change. A collective feeling that teachers should

be educated on the topics mentioned above has been brewing for some time now. Luckily, Bergman was able to stay an extra period to discuss with a few students what he calls his "Educating our Educators" plan. If you are interested in getting involved or helping with this initiative, contact senior Will Klein (17waklein@ecfs.org) to be looped into the conversation.

Bergman also stopped by the Queer Straight Alliance to talk with interested students before finishing his first official day at Fieldston. Club co-leader Noah Parnes (VI) says, "Bear really understood our

ideas for our school's improvement—gender neutral bathrooms, education for our teachers surrounding pronouns and heteronormativity—but also offered us insight into how we as a club might work towards achieving these goals. Bear has already helped the QSA move forward in the three days he's been here!"

If you haven't yet gotten the chance to talk to Bergman, don't worry. He'll be around campus this semester, stopping in on classes, holding more roundtables, and engaging in more important discussion.



Fieldston's New Educator in Residence, Bear Bergman.

PHOTO BY ZOE GAMELLI

## Fieldston's New FSG Cabinet

BY BEN ALTSCHULER AND MAX SCHINDEL WITH SOPHIE SCHNELL

Last Thursday during assembly, Co-Presidents Beth Awano and Azeez Adeyemi announced the twenty-six person cabinet for the 2016-2017 academic year. The cabinet includes seven new positions (two of which are dedicated to community improvement). The co-presidents are excited for the year to come and anticipate that cabinet members will make significant changes to their respective departments. The Co-Presidents have emphasized that "department chairs plan to be more consistent about inviting cabinet members to department meetings" this year, a step that should allow for more cabinet initiatives to be realized. They also noted that the protests held at the end of last year have put "our school's curriculum on the forefront of all our minds." Accordingly, discussions surrounding curriculum will be a prominent part of the cabinet's agenda.

### Tyler Leader Plaskett - Chief of Staff

As Chief of Staff, Plaskett's role includes "checking up on the different cabinet secretaries monthly." In addition, he hopes "to help Azeez and Beth however [he] can. Whether that means attending meetings they cannot make or helping them write a speech." Plaskett is sensitive to the fact that the position of Chief

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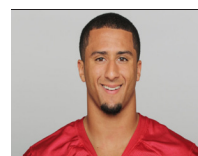
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# Editors: Fieldston News Mission Statement

Since its conception, the Fieldston News has educated and informed the community, providing students, faculty, and administrators with reliable and thought-provoking articles. This year, we aim to uphold our publication's dedication to the news while also expanding upon its mission. Welcome to the 91st volume of the Fieldston News!

As students, we have a duty to hold ourselves and our institution accountable. We are all incredibly lucky to be here at Fieldston, where there are so many spaces for us to effect the change we want to see. Our goal at the Fieldston News is to be a vehicle of change by asking questions, creating transparency, and constantly pushing our administration and community to be better. This work begins at home, and our first goal is to hold ourselves, as a newspaper, accountable for the mistakes we have made in the past.

At last year's walk out, it became incredibly clear that many students of color at Fieldston feel silenced everyday. We know that the Fieldston News has been part of the problem, and our biggest goal for this year is to become part of the

solution. This newspaper has historically been dominated by the narratives of white students. If we are truly to represent the student voice of Fieldston, that absolutely needs to change.

Starting this year, we want to be a publication that values all voices equally. Diversity isn't just a buzzword, or a box to check, it's a necessity for honest journalism. We cannot effectively present the truths of our school without a diversity of perspectives: having a range of voices is important both for the process and the product of the news. As part of our mission, we want to invite all students who have felt marginalized, whether because of their race, gender, sexual orientation, religion, socio-economic status, ability, or any other identifier, to join us in our mission. You are Fieldston, your voice is incredibly important, and we want to hear from you.

As journalists, it is our job to make sure that one story does not become the only story, to examine all sides of a narrative and at a time when debates over free speech have divided the country, we hope that the opinion pages of the Fieldston

News can be a place for all views to be voiced. This year, we will aim to challenge and stimulate readers. We intend to include all opinions and generate thoughtful discourse. By pushing the boundaries in the pages of our paper, we hope to push our community to grapple with issues that exist outside of our comfort zones.

Since our writers cover critical changes in our community and report on multifaceted issues, we want to make sure that every writer has the command and skillset to write clearly and effectively. Therefore, we plan to host a series of workshops for Fieldston News reporters during our club period. These sessions will delve into news, feature, and opinion writing. Students will be educated on the ethics of journalism and learn the techniques of news writing. Fieldston fosters a community of learning and this year, so will the newsroom.

We are excited to announce that the Fieldston News will be partnering with Eagle TV to perform feature stories on-campus and provide more immediate coverage of breaking news. As part of this movement

towards multimedia journalism, The Fieldston News will be regularly updating our website, Twitter, and Facebook pages to increase accessibility and broaden our readership.

We want the Fieldston News to be a cohesive body rather than a series of unconnected issues. Because of this, we plan to have firesides with our co-presidents, book reviews, athlete spotlights, and one or two columns in almost every issue to allow for continuity and give our readers something to look forward to when they pick up any issue of the news.

We hope you'll join us this year, whether by reading or contributing. We also invite any member of the community to open a dialogue by writing a letter to the editor if they have any questions, comments, or concerns about anything printed in the News. We are very excited for this year and for the 91st issue of the Fieldston News! Please email us at [editors@fieldstonnews.com](mailto:editors@fieldstonnews.com) if you have any questions, would like to write or take pictures for us, or just want to say hi. Have a great year!

## Op-Ed: Colin Kaepernick's Protest

BY JANE FORMAN

Football is one of the most iconic displays of American patriotism. The NFL oozes national pride from every aspect of their industry. When Colin Kaepernick knelt during the national anthem, he made the most public statement possible, using the most powerful podium available. "I am not going to stand up to show pride in a flag for a country that oppresses black people and people of color," Kaepernick said. "To me, this is bigger than football and it would be selfish on my part to look the other way." Kaepernick's decision garnered both support and backlash.

Many players showed their support for Kaepernick by beginning to kneel alongside him during the national anthem. However, Kaepernick also faced resentment for his protest with people saying that Kaepernick used the position of influence "given to him" to protest the country "giving" it.

The question we need to be asking is how much of your personal identity is negated when you put on the jersey that has you representing a team, or even a country? "For some, being American is conditional on behaving like a grateful guest," said New York Times journalist Wesley Morris. Being a "guest" has its restrictions, and when it comes to Football players, apparently speaking up is one.

Although opinions about his decision are mixed within the Fieldston community, there is an overall respect for the courage that Kaepernick exhibited. "People with that power should be speaking out more about the systematic oppression like Kaepernick did," sophomore Adia Santos said. "Think about how big of an effect it could have. His protest came at a crucial time and there have been a lot more people talking about the Black



Quarterback Colin Kaepernick kneeling in protest.

COURTESY OF ESPN

# Freshmen and Seniors bond at Ice Cream Social

BY REBECCA FRANK AND BEN KAVA

On Tuesday, September 20, Fieldston had its first freshman-senior bonding event on the quad. With loud music, students dancing on the grass, and ice cream galore, the event seemed to unite the two most polarized classes on campus. Arranged by Carl Anhalt, the Class of 2017 dean, along with Cole Guillemín (VI) and other students, the event was created “as a way to welcome the underclassmen to the high school,” Guillemín says. “As seniors, meeting the freshman helped us to both find our roots and to let freshman adjust to the upper school,” he added.

Although seniors may have been reluctant to share the grass at the beginning of the event, the “fun” tone seemed to prevail as seniors eventually welcomed freshman onto the grass to dance and eat ice cream. “It was a blast getting to familiarize ourselves with such an exciting group of students!” exclaimed Brandon Ko (VI).

The freshman gathered out on the quad with the seniors, eating ice cream and getting a chance to so-

cialize with the seniors. The event seemed to be a great way to make the freshman feel more comfortable with the seniors; it gave the freshman a chance to get away from the stress of school and just hang out.

While freshman had varying opinions on the event, it is evident that all enjoyed it to some degree. One freshman, who wished to remain anonymous, thought that “because some of the seniors came up to her and introduced themselves, now they are a lot less scary.” When asked what they would change about the event, another freshman who also wished to remain anonymous suggested “we should have split up into groups, which would allow us to talk to [the seniors] more”. Freshman weren’t scared of the seniors anymore, but rather they wished to spend more time talking with them. Both seniors and freshman truly enjoyed the event and Fieldston may have come across a new annual tradition to bring the two classes together.

The event was definitely a way to break the ice (cream)!



Freshman enjoying the Ice Cream Social.

PHOTO BY TALIA MARKOWITZ



NY Film Academy shooting in a Fieldston Bathroom.

PHOTO BY JESSICA FERNANDO

## NY Film Academy Comes to Fieldston

BY: SARAH SUGG

What would you expect if somebody asked you to be an extra in a movie about a high school student? You might imagine wandering around a hallway or fake laughing at a kid who trips in the cafeteria. Blanche Baker, the mother of Wynn and Zane Van Dusen, (Fieldston Alumni) teaches at the New York Film Academy. She talked to Clare Mattola and asked her if the crew of Streetwrite could film at Fieldston. When Jessica Fernando, the Producer for the New York Film Academy’s upcoming movie musical Streetwrite, reached out to members of the Fieldston Theatre Company, we had no idea what we were in for. “I wasn’t expecting to do any singing or dancing,” said Andy Hartman, a form four student.

When we arrived in the commons on Saturday September 10th, a cheerful crew greeted us. Fernando offered us water and snacks, treating us like old friends she was excited about reconnecting with. Once all of the extras had arrived on the set, she introduced us to the choreographer. A knot began to twist in my stomach and I looked around to make sure I wasn’t the only one who was surprised. Each

student had the same look of horror on his or her face. Nobody had been expecting dancing. I plastered on my most neutral facial expression and got ready for what I presumed would be an embarrassing situation.

Learning a dance in one hour was not what I expected it to be. The steps were simple, but the pace was quick. The choreographer taught us hip-hop moves, dancing with a confidence that was infectious. I had been worried that my lack of coordination would be painfully obvious, but nobody had the time to notice my fumbles. By the time the camera crew was ready to film us, we’d all gotten significantly better and a lot less timid. We managed to perform the dance succinctly and had a lot of fun. We were told that it was okay to mess up, as long as we just kept dancing because in film certain shots can be cut if necessary. It took three takes to get the scene done and when it was over, everybody was exhausted yet invigorated. Although this experience was nothing like what I expected it to be, I enjoyed it immensely. The entire crew was extremely dedicated to Streetwrite and I can’t wait to see the finished product.

# Community Service Assembly

BY ZOE KAVA

On Thursday, September 15, students in various community service classes along with faculty from the community service office organized Fieldston's first assembly of the year. The assembly was designed to inform students that community service is not just about fulfilling hours. The members of CSLAD (Community Service Learning Advocacy) explained that while their "initial intent was to come help kids with their homework, they ended up creating long-lasting friendships." In CSLAD, students are given the opportunity to choose an organization to work with once a week. Following each week's session, they discuss social justice issues related to the organization, as well as reflect upon their work that week. Last year's members chose to volunteer at the Manhattanville Community Center. The volunteers helped kids from kindergarten through 6th grade with their homework and gave them a support system for their school lives.

City Semester is a program offered to students in 11th and 12th grade during their spring semester. Roughly 20 kids are chosen to take courses revolving around the culture of New York City. It is an experiential opportunity to engage with academics outside of the classroom. Benji Monteagudo (VI), a former city semester student, said that "you gain an understanding of a side of the city that you were maybe not previously familiar with." One of the most important parts of City Semester is the way the students learn and form their own opinions about what changes need to be made in or-

der to make our urban setting a better, more sustainable environment. About halfway through the course, the students settle on three important actions in order to give the community what it needs to thrive.

Of her City Semester experience, West Duchovny (VI) said, "I've lived in the city for almost 8 years now and claim to know so much about it. City Semester proved that there much more to learn and definitely expanded my knowledge and my experiences within NYC."

CSAB (Community Service Advisory Board) is yet another community service opportunity. CSAB is a three year commitment program offered to students in forms IV, V and VI. Form IV is a part of CSABIT (Community Service Advisory Board in Training) and they mentor the ICS (Form III) service projects. During the Spring semester, CSABIT chooses one social justice issue that they will commit to for the remaining two years. CSAB members meet once a week to plan and reflect upon their work and once to volunteer.

Jamie Winslett, Form VI, said that her "favorite part about CSAB is the learning. A common misconception about service work is that it's one-sided, that the group with more resources is just giving and giving. The relationship that we have with our community partner is symbiotic; the kids are teaching me just as much as I am (hopefully) teaching them."

SISL is a one semester class offered in either the fall or the spring. The students volunteer at Riverdale Neighborhood House where they



Community Coordinator, Nickeisha Byron.

PHOTO BY DANIEL SORKIN

tutor kids as well as do a wide variety of activities with them such as sports, art projects, indoor games, and parachute games. The class meets twice a week; once to volunteer and once to plan activities for the next session and reflect upon their work.

At the end of Thursday's assembly, guest speaker Nickeisha Byron shared some words with the Fieldston community. Byron is a community coordinator at Graham

Windham. Graham Windham, an organization devoted to providing each child with the tools they need to succeed has 11 community sites and 20 different educational and social service programs including adoption, foster care, and after school. If upper school students want to get involved, they can contact [info@graham-windham.org](mailto:info@graham-windham.org) or visit <http://www.graham-windham.org> to learn more.

## Op-Ed Kaeprenick *cont.*

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more about the systematic oppression like Kaeprenick did," sophomore Adia Santos said. "Think about how big of an effect it could have. His protest came at a crucial time and there have been a lot more people talking about the Black Lives Matter Movement."

"I can respect what he did and that he believes in a cause he wants to make known," sophomore Jeremy Holst said. "The problem I have is him giving up on what our flag represents. The ideas of freedom shouldn't be discredited because of the oppression that existed during the times they were created in. By not standing for the flag we are saying we aren't capable of doing what

this flag represents, and we simply give up."

The complex arguments from students supporting both sides leads me to believe that our education has taught us to stand up for what we believe in. Everyone can appreciate that Kaeprenick did not let the inevitable backlash stop him from using his podium to express his beliefs. This past year I have seen many students begin to follow in Kaeprenick's footsteps on a more personal level. Our "uniform" as Fieldston students, encourages us to use peaceful actions to speak up about things we find unjust, never discouraging it.



Charlotte Balliet (V) speaking at CS Assembly.

PHOTO BY DANIEL SORKIN

# Jessica Bagby Question and Answer

BY ANNA McNULTY

## What have you been doing this summer?

I spent the majority of the summer working at ECFS, settling into my offices, hiring a new CFO, and meeting with administrative colleagues and staff on important initiatives that are underway--like the Fieldston Lower Adler Lab, the Tate renovation, and the capital campaign. I did get away to the beach in mid-August.

## What do you hope to accomplish in the first few months as head of school?

Nurturing and sustaining a culture of care is my top priority. In the first few months, I hope to set a positive tone, to communicate my passion for teaching and learning broadly and the school's mission in particular, and to begin building good relationships with colleagues and students.

## How is Fieldston different than other schools you have led, taught at or attended?

It is too early for me to answer this question in a fully informed way. I can share that I have never taught at a school with such an influential founder and founding vision. Further, while I am no stranger to progressive teaching tenets and practices, I have not yet worked in a school that defines itself as progressive. I am eager to see what this identity means and looks like to all stakeholders.

## What is your response to the walk-out in June?

Whenever courageous individuals stand up for sound, just, and compassionate principles and action, I am heartened. All members of our community should feel embraced and dignified. Where we have opportunities to make our commu-

nity more equitable, inclusive, and ethical, we absolutely should seize them. This seems to be the stand students were taking. I am proud of that stand.

## What is one highlight as an educator? Greatest challenge?

Oh, wow, after nearly thirty years in the work, I cannot isolate a single highlight. There are so many. They almost all involve seeing kids feel empowered and inspired by their own self-discovery, self-expression, and accomplishments in and out of the classroom and creating genuine camaraderie with colleagues that nurtures and sustains us as educators and individuals and serves kids well. My greatest challenge is finding balance when I want to be fully present and engaged for so many.

## What is your highlight as a student? Greatest challenge?

Highlights are hard for me. The teachers who shared their passions and themselves with me and my classmates represent my most luminous and transformational experiences. They were individuals of conscience, and loved the life of the mind and spirit. My greatest challenge was navigating the expectations of others as I tried to listen to and follow the voice within me telling me what I loved and cared most deeply about doing myself.

## Who is your hero?

I don't have a hero. The courageous and creative souls I admire are myriad. In addition to my own mother and furthering teachers and friends, I have been inspired by contemporaries from Parker Palmer and Mary Oliver, to Gloria Steinem and Toni Morrison. The list would be insanely long if I tried to name everyone I should name from artists to activists.



ECFS Head of School, Jessica Bagby.

COURTESY OF ECFS

## Kaepernick's Protest con't.

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Lives Matter Movement.”

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students supporting both sides leads me to believe that our education has taught us to stand up for what we believe in. Everyone can appreciate that Kaepernick did not let the inevitable backlash stop him from using his podium to express his beliefs. This past year I have seen many students begin to follow in Kaepernick's footsteps on a more personal level. Our “uniform” as Fieldston students, encourages us to use peaceful actions to speak up about things we find unjust, never discouraging it.

*Want to contribute to the Fieldston News? Have you always dreamed of having your name on the front page of the New York Times? Do you find yourself drawing snarky cartoons in class? Do you take extraordinary pictures?*

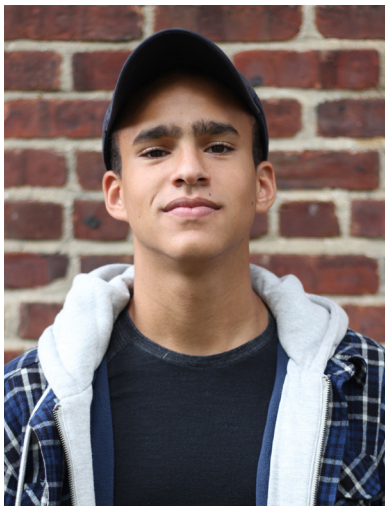
**Contribute to the Fieldston News!!!**

Contact us by email: [editors@fieldstonnews.com](mailto:editors@fieldstonnews.com) to submit articles, photos, drawings, or send letters to the editors.

# Cabinet Positions

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of Staff “has been taken lightly” in previous years and he is committed to “doing the opposite,” and bringing “legitimacy to [his position].”

### **Ciara Cury - Secretary of Diversity and Activism**

Cury wanted to be Secretary of diversity and Activism because Fieldston boasts about how diverse we are “but the truth is we really aren’t.” To combat this Ciara wants to make more spaces where people of color feel comfortable and make Fieldston a place where people of color can feel comfortable and safe.

### **Jolaun Hunter - Secretary of Diversity and Activism**

Hunter, also Secretary of Diversity and Activism, explains that “During [her] time at Fieldston [she has] learned about diversity and activism work within the community and outside of it.” Experiences during this time have also “shed light on various parts of Fieldston’s culture/community that could use improvement.” She highlights “incorporating more diverse topics into Fieldston’s Curriculum (specifically non-elective classes) and creating more support for the current affinity groups” as two of the most important initiatives that she and Cury will address. In reflecting on the stu-

dent protests at the end of the last year Hunter states that the demands of SDIE “will only make Fieldston a better place and now that [she’s] in the cabinet [she’s] excited to represent these requests and connect with other cabinet members/faculty to make things happen.”

### **Luke Stilwell - Secretary of the Cafeteria**

Luke struck a lighter hearted tone than most other cabinet members, noting that he wanted to be Secretary of the Cafeteria because “it seemed kind of fun to do.” He went on to say that his main priority will be to have a snack bar in the cafeteria that will limit the need for students to go off campus.

### **Noah Korn - Secretary of History**

Korn’s “deep love of the subject” inspired him to apply for the position of Secretary of History. Over the course of the following year, he aims to diversify and “revamp the freshman history curriculum to detach from the notion of ‘The West and the World’” by focusing “on events in the far east.” He also strives to “bring back a few electives that have been removed, namely Comparative Governments and Current Events.” Finally, Korn would like to introduce “mini-MADs on anniversaries of historic events such as the birth of Muhammad.”

### **Liv Weinstein - Secretary of Performing Arts**

Her priority is tech week, which is the week leading up to a show, the stresses of which “force students to choose between academic success and full participation in their production”

### **Mustafa Ahmed - Secretary of Technology**

As creator of the ECFS app, Mustafa is a natural fit for the job. He noted the “unreliable and complex” printing system as an area of focus. He plans to “meet with the tech department and voice these student concerns, to find a more streamlined method

that would encourage more students to use the system.”

### **Saoirse MaherGreene - Secretary of Math**

Saoirse had a positive outlook on her position, saying that her excellent experiences in math classes have made her “feel obligated to do what I can to ensure that others get what I have out of the program”. She did bring up an area for improvement, as she said her “main priority in this position is addressing the underrepresentation of Black and Latino students in upper level math classes”.

### **Sam Nash - Secretary of the Learning Center**

Sam was inspired through her and other Fieldston student’s silent struggles of “navigating the land of typical learned and academics of Fieldston” to be the Secretary of the Learning Center. She wants to work together with the whole Fieldston community to “become a community that takes pride in the different learning styles it houses.”



### **Yash Deshpande - Secretary of The Treasury**

As a 14-year club member and President of the Investment club, Yash “strongly believes that joining the Fieldston Student Government will give him the opportunity and ultimate platform to make an impact in my community in the area I am most knowledgeable and passionate about.” As Secretary of the treasury he wants to “increase funds for the Fieldston Student Government” and “meet the needs of the student body.”

### **Sophia Carter - Secretary of English**

With English being her favorite subject, Sophia wants to create change in the department that inspired her so much. Her top priority is “in response to last year’s protests” she wants to have “work from female and non-white writers to be featured in 9th and 10th grade English, not just offered in electives.”

### **Alex Hsi - Secretary of Athletics**

As a passionate athlete, Alex Hsi wants to make sure “everyone in the Fieldston community can enjoy...sports” as much as he did. To accomplish this Alex plans to grow Fieldston sports online and generate bigger crowds at games. To see Alex’s ideas in more depth check out the Fieldston Sports Digest. GO EAGLES!

### **Julian Kaufman - Secretary of Music**

Kaufman credits his own love of music as the force that inspired him to pursue the position of secretary of Music. In his role Kaufman plans to create monthly playlists with the help of fellow students for the enjoyment of the greater ECFS community. He also hopes to organize seasonal musical events that go beyond the occasional coffee-house.

### **Milena Passage - Middle School Liaison**

Milena wants to “strengthen the bonds between the middle and upper school” by creating programs “where middle and high school students are working together and equally benefiting from the work that they are doing with one another.” One of these programs is to bring high school clubs “to the middle school clubs,” essentially creating club chapters in both the middle and high school.

### **Stephanie Baez - Secretary of Foreign Language**

Stephanie Baez views foreign language as an important aspect of cultures, and believes it is im-

portant to have “electives that have to do with foreign languages.” She also wants learning a new language to be more enjoyable and incorporate “activities and practicing conversations.”

### Zoë Balestri - Secretary of Ethics

Upon applying to ECFS, Balestri was immediately drawn to the ethics curriculum. “This is as true today, entering Junior year, as it was when I was entering 6th grade,” she notes. In Balestri’s mind, ethics is at the core of Fieldston’s identity as a school “Fieldston is unique because of its focus and commitment to instilling in its students and teaching about ethics and values,” she expands, adding that “A Fieldston student must be able to keep ethics at the forefront in each class and be open to question, and even debate complex, controversial issues and ethical ideals. “As secretary of Ethics, Balestri hopes to establish a volunteer center as an extension of the community service office. The volunteer office would be “a place for students to find interesting volunteering opportunities to help communities near our school.” It would also “present an opportunity to demonstrate engagement of the Fieldston community in a multitude of ethical debates, opportunities for activism and generally make Fieldston students more aware of the world around them.” Another of Balestri’s initiatives is an “ethics fair” for “individual student volunteers to share what they have done to carry out their own version of Ethical Culture Fieldston School’s message.”

### Lucy Pruzan - Secretary of Science

With a passion for Science and for giving back to the community Lucy wants to “start a science center similar to the math and history centers” located in the library. This would work by having “students in the Advanced Topics classes” offer their time “to help students who are struggling in their science classes.”

### Ruth Coulbourn - Secretary of

### Sustainability

Colburn was motivated to apply for the position because she “wanted to contribute to protecting the future of the earth in every way possible.” Her two main priorities are to continue “discussions with the administration about the necessities of divestment from fossil fuels” and to create “an inter-division day of awareness where community members could share and learn about topics of interest through workshops”.



### Ella Matza - Secretary of Visual Arts

As an arts major for three years, this position was a no brainer for Matza, who hopes to “gather more student support for the arts, especially in regards to student representation at the annual arts dinner.” She also intends to create “a student committee with representatives from each art discipline, to discuss what we can improve about the art department.”

### New Positions

Beth and Azeez created 7 new Cabinet positions to account for the changing makeup of Fieldston and, ultimately, the world. The roles of Secretary of Student Health and New Student Liaison were added “because of problems students raised about the way our school” operated. The secretary of computer science was “created because of the increasing importance to know basic computer science skills in nearly every profession.” The co-presidents also wanted a high amount of transparency and thus created the communications advisor position in the cabinet.

Lastly the President’s found a need for the Community Improvement Advisors due to the “lack of organization” within SAC.

### Rachel Florman - Secretary of Student Health and Wellness

From first-hand experience, Rachel understands “that changes need to be made to the way the school deals with students who can’t keep up or need accommodations.” To tackle this huge issue of health problems at Fieldston, she wants to create “sanctuaries” for kids that are affected by this problem as well as “popularize the mindfulness program that Clare Mottola and Ms. Repole have started.”

### Ben Altschuler - Secretary of Computer Science

Altschuler is motivated to “elevate the pursuit of Computer Science at Fieldston to the likes of arts and Mathematics.” He hopes to channel his own personal passion for computer science into advocating for the expansion of the Computer Science department at ECFS. He also plans to propose a higher allocation of school resources to the department.

### Jamie Winslett - Communications Advisor

Jamie felt a void in her Fieldston career, and didn’t want to look back saying “I would have changed this...” so she decided to actually make a difference by being part of the Fieldston Student Government. As for her priorities, Jamie wants to be transparent, and as the inaugural communications advisor, she has a great opportunity to make this happen.

### Evan Lipton - Secretary of Public Spaces

Lipton plans “to create a lasting impact on the Fieldston community, especially with the impending renovation of the library.” He built on the topic of the library renovation, saying that his priority will be to “make sure that there are adequate study spaces while the library undergoes its revamping”. Finally, he plans

to “try to making the commons more accommodating, by adding a wider variety of snacks to the fruit already available and, trying to get some new furniture.”



PHOTOS BY THEO MATZA

### Matthew de Boer - New Student Liaison

As a former new student, Matthew noted some positives, but focused on two faults in the system. Firstly, placement in classes could definitely be improved, as he “was placed in all incorrect classes and ended up moving around sophomore year,” which he said is a problem that many new kids face. He also mentioned the “negative connotations” surrounding the freshman trip to Camp Jewell, which he believes could easily be avoided with some reformation.

### Juliette Sibley and Greg Pizzurro - Community Improvement Advisors

With a love for the numerous “events that bring the Fieldston community together”, Juliette saw an opportunity to “resolve past issues” with Student Activities Committee and create a more transparent “SAC as a whole.” She and Greg also plan to create “separate committees for pep rallies and prom instead of” one collective SAC.

# New Teachers at Fieldston Upper

BY JANE LIPPER

## Sarah Newton

Coming from Ethical Culture, where she worked for four years as a learning specialist, Sarah Newton will be continuing at Fieldston in the Learning Center. With Master's Degrees in both Spanish and Education, she has been teaching for 17 years in different types of classrooms including a dual language program. Ms. Newton enjoys spending time with her family, including her 15 month-old son, Sam.

### **Can you give brief description of your favorite teaching moment/memory?**

SN: One of my favorite teaching moments is when my former 5th grade students at Ethical Culture learned to write a five paragraph persuasive essay in which they synthesized knowledge of the events leading up to the Montgomery bus boycott while writing from the perspective of Jo Ann Robinson to persuade citizens why they should participate in the boycott. It was always so powerful to hear the students read their essays aloud at the end of the unit!

### **What do you hope to get out of your experience teaching here?**

SN: I'm hoping to really build deep relationships with my students and watch them as they grow up through middle school and high school and really learn to understand themselves, advocate for themselves, and develop their learning styles.

### **What are you looking forward to**

### **at Fieldston?**

SN: I'm looking forward to seeing some of the extracurricular activities that the students get to participate in here, whether it be sports events or drama or music or dance. I'm excited to see some of that programming and to get to know that side of my students and my advisees as well.

## Elizabeth Hubin

Dr. Elizabeth Hubin is a one year replacement in the science department, where she will be teaching biology. She has a PhD in biochemistry from Rockefeller University. She is a mother of two cats, who she says are like her kids. Dr. Hubin also sings and studied opera in college.

### **Can you give brief description of your favorite teaching moment/memory?**

EH: Just last year I experienced a memorable moment when I watched my students publicly present their science projects to a large group that included their friends and family members. As I looked out into the audience, I was struck by the proud looks on family members' faces—even a few tears. I knew how hard the students had worked on their projects, and I was so touched that their friends and families could see that as well.

### **What do you hope to get out of your experience teaching here?**

EH: Well, I hope to feel like I'm making a difference and that I'm encouraging more students to pur-



Sarah Newton.

PHOTO BY THEO MATZA

sue science or even just go from disliking science to liking it. But I also want to have fun. That's one reason that I like teaching at this age because students have a lot of energy and I don't think it's just about teaching science—it's about teaching skills. So I hope to have a lot of fun with the students as well. I'm thrilled to be here and it's already clear that at Fieldston, the students are excellent. I've really enjoyed teaching such an intelligent, motivated group of kids.

### **What are you looking forward to at Fieldston?**

I'm actually really excited for the Fieldston Women in Science Club. I think that's a unique opportunity at Fieldston. Certainly when I was in High School there was no such thing as a Women in Science Club. I actually didn't realize that I liked science until 9th grade. I think a club like that would have been helped me see science as an option, career-wise, because, for the most part in High School, it was just classroom work. You really don't understand the scientific process until you perform experiments. So the opportunity for girls here, in particular, to conduct their own research and interact with scientists to help them figure out whether this is an exciting career option or not is great.

## Kurt Vega

Kurt Vega is a computer science teacher, coming from the Fashion Institute of Technology, where he taught since 2011. He is originally from Detroit, but moved to New York in order to study guitar. He is a classical guitarist and is interested

in combining music and computer programming. He practices mindfulness and attention training called open focus.

### **Can you give brief description of your favorite teaching moment/memory?**

KV: I was visiting friends and their energetic toddler Rebecca. Rebecca was very enthusiastic about me joining her in one of her current favorite play activities - driving about the living room in a tiny toddler size pedal car. She had two cars and she earnestly led me over to the second car, made sure I got in and then got in the other car and pedaled away. The game was clear. The only problem was I was too large once in the car to be able to operate the pedals. Sure I could have straddled the car and pushed with my legs but I thought it might be more fun to fail on the last and crucial part of her plan. After a while I would get up and go back to my seat in the living room. This scenario repeated several times. It was like a silent movie where Buster Keaton or Charlie Chaplin repeat some absurd activity over and over for comic effect. Finally after several times through her earnest instructions when we got to the Kurt's in the car but it's not moving part - we looked at each other and she started to laugh, we both did. It's impossible to know what Rebecca understood in that moment but I would like to think that she got the joke. Why is this one of my favorite teaching moments? In that moment I learned that I don't necessarily need words to communicate something complex and that humor and laughter



Carly LaScala.

PHOTO BY THEO MATZA



can cross incredible divides.

**What do you hope to get out of your experience teaching here?**

KV: The main population of students, although there were adults that could take night courses at FIT, were in grades thirteen and fourteen, so in the first two years of college. I definitely enjoyed teaching them but this is an exciting opportunity to teach students in the years before, so I'm looking forward to that. I know I'm going to learn a lot this year.

**What are you looking forward to at Fieldston?**

KV: It just seems like an amazing place with so many different things to take advantage of. It's going to take me a while because I'm trying to get prepared for all my classes and everything, but I'm really excited to get immersed in culture at Fieldston. And I'm a big fan of the Ethical Culture Society, I just never realized, because I don't have kids, that they have a school as well!

**Carly LaScala**

Bronx native and yoga teacher Carly LaScala is going to be a one year replacement in the learning center. She is coming from the Winston Preparatory School. Ms. LaScala is also a mother of two children. She was always interested in photography and art, but in college she began to work in the women's' center and did peer counseling.

**Can you give brief description of your favorite teaching moment/memory?**

CL: A favorite teaching moment ...working with a student to write a college application essay. We worked together on how to meet the requirements of the essay while not compromising the student's voice and authentic experience. It was

important to me to have my student feel connected to the process of writing from the inside out. They were able to use the experience not only as a lesson on writing, but a powerful self reflection tool.

**What do you hope to get out of your experience teaching here?**

CL: First of all, I'm a learning specialist here, so what I really hope to do is to help students understand themselves in a deeper way. I want to help them learn to honor their strengths as students and as people so that they can go on and become as successful as possible in the classroom and in life.

**What are you looking forward to at Fieldston?**

CL: I really am looking forward to meeting as many students as possible and hearing from them how I can best help. I'm also really excited to hear about all the other activities that happen on campus, like the MADs, and all the community action programs and social justice programs truly make me excited to be here.

**Jessica Lassman**

Jessica Lassman will be working as a guidance counselor for the high school, but with forms III and IV primarily. She has worked as a school psychologist at Dwight Englewood and more recently in her private practice in Westchester for many years. She is excited to be returning to the school setting. She loves running, nutrition, fashion and reality television. Dr. Lassman is a mother of 2 children who are 7 and 9 years-old.

**What was your favorite memory as a school psychologist at Dwight?**

JL: My favorite moment was really the special connection I made with

students while running simulated drunk driving accident with them as a school wide presentation to raise awareness as to the reasons why not to drink and drive.

**What do you hope to get out of your experience teaching here?**

JL: I hope to make great connections with the students and faculty and administration. I feel like that will really enrich my life and I am eager to learn from all of the great people here. Mainly, I want to grow

as a person, so that's what I hope to get out of my experience.

**What are you looking forward to at Fieldston, for example the Students or any events?**

JL: I'm looking forward to getting adjusted to the culture at Fieldston. It's such a unique place and I'm so excited to be a part of it.



Elizabeth Hubin.

PHOTO BY THEO MATZA

**Bagby Q&A cont.**

CONTINUED FROM PAGE 5

**Do you have a mantra you live by?**

I look for the light in everyone I meet. I try to find something to love in everyone. I mean to be courageous in the face of unfairness and injustice. I remind myself often that this life is short and tomorrow is not promised. I love the following

line from Mary Oliver's poem The Summer Day, "Tell me, what is it you plan to do with your one wild and precious life?" I obviously fall short of my aims more than I would like, but these are really my aspirations. So maybe my mantra is "Pay attention. Seek light. Love big. Be courageous."



Jessica Lassman.

PHOTO BY THEO MATZA

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# Kingsbridge Explosion Just 1.3 Miles From Fieldston

BY ANNA McNULTY

On Tuesday, September 27, an explosion just 1.3 miles away from Fieldston tore apart a drug den in Kingsbridge, killing Fire Department Battalion Chief Michael Jay Fahy and injuring 20 people. Though close to the blast, the Fieldston campus was unaffected.

A 911-call to report the smell of gas at 200 West 234th Street sent 20 firefighters to the scene in Kingsbridge. When they arrived, the firefighters found chemicals and paraphernalia indicating that the house was a drug factory. As the firefighters were leaving the building to call the police, the building exploded, sending wood beams and debris flying as far as 50 feet. A piece of the roof hit and killed Battalion Chief Fahy. Fahy was called a “rising star” and a “brave man” by Fire Commissioner Daniel A. Nigro. Around 20 other people were injured, including nine firefighters, six police officers, and three workers from Consolidated Edison — though none of these injuries were life-threatening.

A manhunt ensued, leading to the capture of Julio Salcedo, the renter of the pot house, in Cliffside Park, New Jersey. The cops said the

house had been under investigation for several months before the explosion as a marijuana grow house, and Salcedo had been arrested for narcotic charges in the past.

The owner of the house, Onesimo Guerrero, told *The Daily News*, “It was a very bad accident. I didn’t know the people living there. It was a starter house.” And when asked about the marijuana grow house, Guerrero claimed, “Nobody told me anything about that.”

Although unclear if the marijuana production or a gas leak contributed to the explosion, many residents in Kingsbridge jumped to terrorist conclusions. These conclusions were driven by the bombings in Chelsea and New Jersey just 10 days earlier.

“It’s hard not to make these assumptions these days,” Campbell Abbott, who lives one block away from the explosion, told *The New York Times* on September 27. “I thought it was some rogue terrorist.”

Some Fieldston students had similar reactions. “I saw helicopters above our school on Tuesday,” said Cary Moore, IV. “I was scared that it was a terrorist bombing. When I

checked the news later, although it wasn’t an act of terrorism, it was still very sad to see.”

At 11:10 am, Head of School Jessica Bagby emailed ECFS families about the explosion, letting them know that everyone on the Fieldston campus was safe.

“I imagine many of you have heard about an early morning explosion in Riverdale on W. 234th Street in the Kingsbridge neighborhood,” she wrote. “The Fieldston campus in the Bronx has not been affected. There were travel delays because of the explosion, but all our buses arrived safely. School is operating as normal.”

Although safe at Fieldston, many students were nonetheless frightened to be so close to the explosion.

“I was surprised when I heard about the explosion because I normally think of Fieldston and the area around Fieldston as a safe place,” said Abby Gewirtz, III.

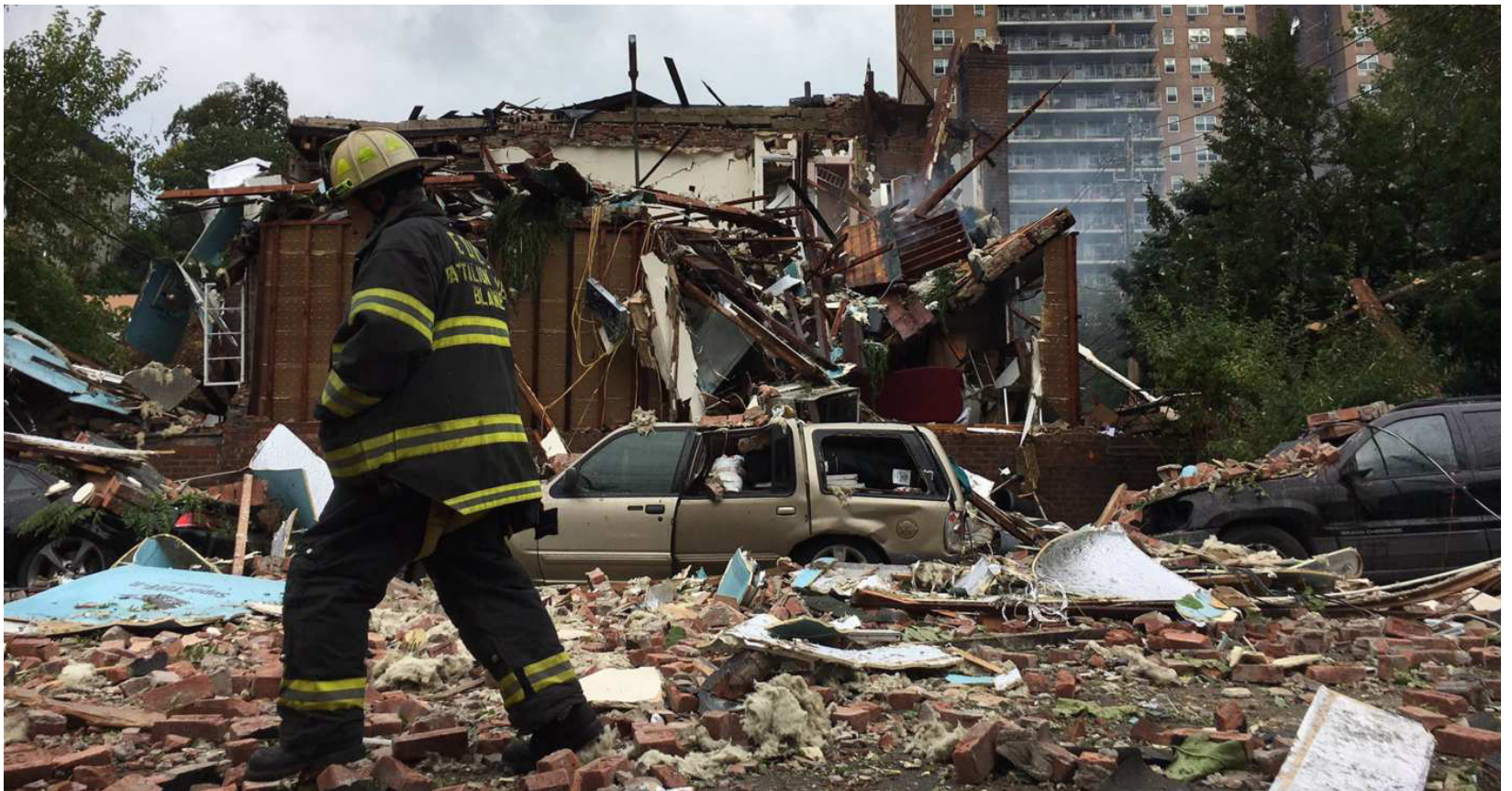
“Fieldston students sometimes live in a bubble and forget that all of the Bronx borough isn’t as safe as Riverdale with Greystone Avenue and Yo-Burger on the corner,” said Krista Delany, IV. “This could have happened in any neighbor-



FDNY Battalion Chief COURTESY OF FDNY  
Michael J. Fahy

hood, good or bad, but it was a huge surprise to many Fieldston students I talked to that the blast was just a short drive away.”

The explosion was a tragedy for the Fire Department, the Fahy family, and the Bronx community. Just 1.3 miles away, Fieldston was safe, but saddened by the blast. “The explosion was a reality check that anything can pop a bubble,” said Delany. “No community is guaranteed safety.”



The alleged drug den in Kingsbridge, after the explosion.

COURTESY OF THE NEW YORK MAGAZINE

# Sports

*The Fieldston News*

## The Eagles Are Back: A Fall Sports Update

BY NICK FRANCOEUR AND MIA MCCOBERY

With the first week of school out of the way, and the fast approaching fall weather, sports have sprung into high gear. It's the beginning of a long journey where each and every team that represents the Fieldston Eagles will show their dedication to their sport.

Fieldston is lucky to have such a committed team at the helm of varsity soccer. In a recent interview, Coach Volpe expressed her goals for the team's upcoming season. Volpe believes it's essential to have a cohesive team, one that works together against rivals and not alone. "The overarching goal is to make playoffs and to be Ivy League Champions," said Captain Saoirse MaherGreene (VI). "In order to get there, we have smaller goals: play together, communicate on the field, win 50/50s, etc. Right now we're undefeated and we're working hard to keep that going." Neve Wallace (VI), another team captain, also voiced her personal aspirations for the season. As a senior, she wants to lead and motivate the team, step up to the plate and, "make them feel like they can do anything."

Undefeated and continuing to push the limits, varsity volleyball upholds their legacy of victory. "We have been asked about our success time and time again, and the answer still stays the same: our coach," said Captain Maya Gemson (VI). "Collin has pushed our whole team to points I didn't think we could go." With a season record of 7-0 so far, the team is aiming high. "As far as I know, the only thing on my mind as well as my teammates' minds is states," continued Gemson. "Practicing in the gym everyday with our state championship banners hanging over our heads makes it hard not to think about states. I believe in my team and I believe it is an achievable goal."

So far this year, the field hockey team has held its own on the field, even against big competitors like Hackley and Holy Child. Coach Toth has made it her mission to "program every player to understand their full capabilities of their

skill level [and] physical limitations" by the end of this season. "Our goals for the team are to become a more cohesive group than in previous years," said Lucy Pruzan (VI). "We also want to work on our passing so that we can improve upon our record from last year. My personal goal is to play as hard as I can during my last season on the team, and to have an amazing season!"

As the season kicks off, the girls tennis team is off to a strong start with some tough matches ahead. As a smaller team, they are able to hone their skills and develop new strategies to deploy on the court during practice. Captains Tyler Friedman (VI) and Isabel Astrachan (VI) hope to work with the team to overcome its weaknesses from last year and beat their biggest competitors. Friedman states, "it is important to stay positive on the court and to never give up on a match. I am looking forward to some more close matches and to an exciting and intense season."

Boys soccer has undergone another coaching change prior to the season. New head coach Mike Martino and Assistant Coach Daniella Morgante set the tone with grueling summer workouts during preseason. Boys soccer got off to a rough start, with their first game cancelled due to the heat. The team lost the first game they played, but tied in their second, and Adrian Gutierrez (V) says their new coaching system is starting to pay off. "Despite only gaining one point in our last two matches, the positives of our system are beginning to manifest themselves more and more with every game. To reach our goal of playoffs, and ultimately the final, we need to start to trust each other on the field, and be confident in Coach Martino's system. In addition, it's important that we start looking to go to goal more often. Between our first game and our second, it's clear that our chemistry is growing. Against Collegiate we played a much better game, with flashes of good passing play all over the field."

Oliver Schacht (V) mentions



Saoirse MaherGreene (VI) competing against Brearly.

PHOTO BY THEO MATZA

sophomore midfielder Gabe Olesky when asked about younger players who have stepped up this season, taking on more playing time and increased responsibility. "Each game we are getting better as a team and some of the younger guys are getting less nervous as they begin to take on larger roles, which makes it easier on the seniors. Gabe Olesky is a younger guy who always plays consistently at a high level and he has taken on more playing time this year".

Football had a very disappointing season last year, losing eleven important seniors and every single game. But so far, it seems like the team is redeeming itself, already winning two games this season, 20-6 over Rye Neck and 41-12 over Tuckahoe. Running back Josh Godosky has been carving up defenses with the help of the maturing offensive line, recently running for three touchdowns against Tuckahoe and one touchdown the game before. Senior wide receiver Kyron Thomas has also been playing ex-

tremely well and he says that first year starter Jesse Cooper-Leary has been growing as a quarterback. "He's been able to read the complex looks on defense that we give him in the secondary. Every day he's learning and becoming a better quarterback, not to mention our offensive line has really stepped it up from last year. Our run attack on offense is much more threatening this year compared to last year since we've got five guys who can make plays out of the backfield at any given moment, which allows for 1 on 1 matchups on the outside." Off the field, offensive lineman and linebacker Matthew Jalazo says the team has been bonding much more than last season, building chemistry and even eating at one of the coach's restaurants during a pre-game Friday night dinner.

The Eagles are off to a hot start, and hope that will be the theme of the season. This fall, let's all be sure to show up to games and show our support for the incredible student athletes who represent our school.

